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ABSTRACT

Although the idea of service-learning is relatively new, the types of projects students are doing throughout the United States are quite diverse. The goals of this publication are to encourage environmental service in solid and hazardous waste areas, link these experiences to positive behavioral changes such as waste prevention and recycling, and demonstrate how the skills that students acquire can be a stepping stone to an environmental career. This booklet contains profiles of service-learning projects that focus on various aspects of safe solid waste management such as reducing household hazardous waste and buying recycled-content products. The profiles are organized by grade level into two categories: school-based and community programs. Projects include raising community awareness about recycled-content products, running community recycling programs, researching and solving landfill problems, producing educational videos, setting up and tending compost sites, and educating the community about proper disposal of hazardous materials. Each profile features contacts that can provide information on how to start a similar program in your area. Additional resources, including grants that can help to get a project started, are listed in the resource section at the back of the booklet. (PVD)

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Service-Learning Education Beyond the Classroom

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The goals of this publication are to:

- Encourage environmental service in solid and hazardous waste areas.
- Link these experiences to positive behavioral changes, such as waste prevention and recycling.
- Demonstrate how the skills that students acquire can be a stepping stone to an environmental career.

Making a Difference:
Service-Learning as a Solid Waste Education Experience

Every day we make choices that not only affect our individual lives, but often impact our natural environment as well. By choosing to participate in an environmental service-learning project, you can make a difference—both in your own future and the future of our planet.

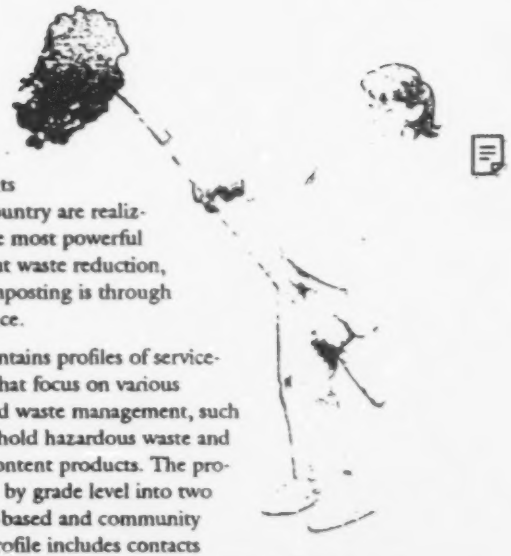
Service-learning is more than just a buzzword used to describe community service and volunteerism efforts. Students get involved in helping others, with an emphasis on the learning that occurs. It's an educational experience that combines academic knowledge with service and personal reflection.

Although the idea of service-learning is relatively new, the types of projects students are doing throughout the United States are quite diverse. Some schools require students to complete a certain number of service hours after school, while others incorporate service-learning into their classroom activities. Some students even undertake their own individual service projects through community groups, clubs, and other organizations.

The U.S. Environmental Protection Agency's (EPA's) mission is to protect human health and the natural environment. The mission of EPA's Office of Solid Waste is to ensure responsible management of hazardous and nonhazardous waste. Our goals are:

- **To conserve resources by preventing waste.**
- **To reduce the waste that can't be prevented.**
- **To ensure that all waste is properly disposed of.**

One key initiative that EPA's Office of Solid Waste has taken to achieve these goals is to further our education and outreach efforts through environmental service-learning.



Through a variety of service-learning projects, kindergarten through 12th-grade students throughout the country are realizing that one of the most powerful ways to learn about waste reduction, recycling, and composting is through hands-on experience.

This booklet contains profiles of service-learning projects that focus on various aspects of safe solid waste management, such as reducing household hazardous waste and buying recycled-content products. The profiles are organized by grade level into two categories: school-based and community programs. Each profile includes contacts that can provide information on how to start a similar program in your area. Additional resources, including grants that can help to get a project started, are listed in the resource section, located in the back of the booklet.

Whether you're starting a program in your school or looking for a service project to join in your local area, these are a few ideas to get you started. Through hands-on service-learning experiences, you can have a lasting effect on the world around you. What you learn by making a difference in your school, community, and the environment might be the education of a lifetime.

SCHOOL PROJECTS

Elementary School

Buying for the Future: Recycled-Content Products—*Smyser Elementary School* 2
Cultural Quilt Recovers the Past—*Taos Elementary School* 3
Recycling—Read All About It!—*Hopkins Primary School* 4
Students Become Teachers—*Smyrna Primary* 5
Students Make a Litter Difference—*Westhill Elementary School* 6

Middle School

Waste Inventions: Students Build Landfill Solutions—*Calvert Middle School* 7
'Real World' Recycling—*Winston Middle School* 8

High School

Future Homemakers Make a Difference—*Rutledge High School* 9
Lights, Camera, ... Recycling!—*Bishop O'Dowd and Castro Valley High Schools* 10
'Environmental Warriors' Encourage Recycling—*Waterford High School* 11

2

Buying for the Future: Recycled-Content Products

Smyser Elementary School—Chicago, Illinois

After visiting an environmental awareness center where they learned about recycled-content products, fifth- and eighth-grade students at Smyser Elementary School in Chicago became concerned about the demand for recovered materials. To make an impact in their community, they organized a 1-year program to convince people to buy recycled-content products.

The students divided into groups and developed individual projects. One group performed quality comparison tests on recycled-content and nonrecycled-content products, such as napkins, paper towels, and tissues. Another group of students designed flyers that detailed why people should buy recycled-content products and distributed them door-to-door in the community. Parent volunteers helped another group of students survey shoppers at a local grocery store about their habits and attitudes regarding recycled-content products. Another group contacted local grocery stores, suggesting strategies to increase the visibility of their recycled-content products, such as clearly labeling products and consolidating recycled-content products under a special sign. They also wrote to manufacturers of recycled-content products, suggesting they offer product coupons to their customers. During a local environmental festival, both classes presented their project findings along with useful items they made from waste, including vases made from cereal boxes, picture frames made from scrap cloth, and robots made with soda cans.

Through participation in the project, students gained a better understanding of how change is created through government, private companies, and the community. "The program made an impact on the community, making them more aware of how and why they should purchase recycled products," said Sherry Weinberg, Smyser Elementary School teacher.

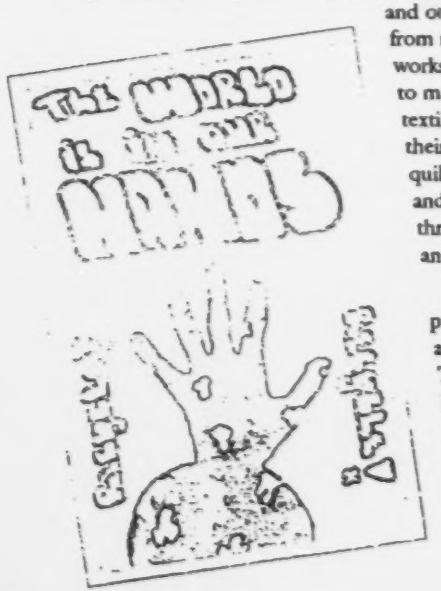
3

Cultural Quilt Recovers the Past

Taos Elementary School—Taos, New Mexico

Third-grade students in Taos, New Mexico, learned the importance of the "three R's"—reduce, reuse, recycle—through a variety of one-time service-learning projects.

To begin, the students surveyed and analyzed how much trash they generate at home over a 2-week period—counting the number of things they threw away and learning what could and could not be recycled. As a next step, they took a series field trips to the county landfill and the town's recycling center to learn what happens to recyclables and other waste once it leaves the curb. The students also worked with Earth Mothers of Invention (EMI), a local textile recycling company that produces quilts, shopping bags, and other products from recovered fabrics. Through a workshop, EMI taught them how to make products from discarded textiles. The students then made their own "story cloths"—special quilts that illustrate the stories and traditions of other cultures through different shapes, colors, and textile designs.



Along the way, the students put their math, language arts, and science skills to the test. To demonstrate what they learned, they wrote letters to the town's public officials or helped start a recycling program at the school.

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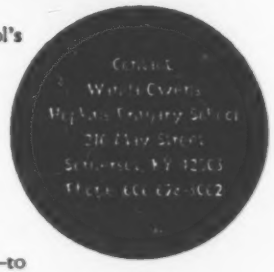
Recycling—Read All About It!

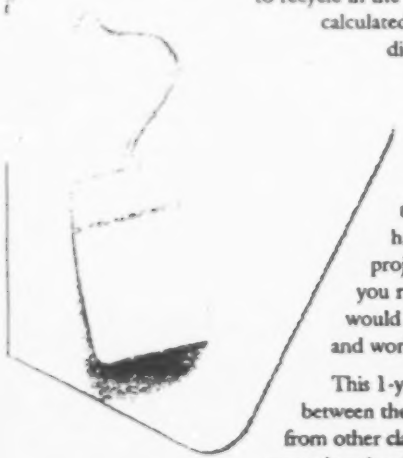
Hopkins Primary School—Somerset, Kentucky



To promote their school's recycling program, students with functional mental disabilities (FMD) in kindergarten through third grade developed and published a monthly newsletter for Hopkins Primary School in Somerset, Kentucky.

The students used computers—including a touch screen for those unable to use a mouse—to design letterhead, input articles, and format text for their publication.

The newsletter detailed recycling drives and explained the need to recycle in the community and in school. Students also calculated printing needs for the newsletter and distributed it to the community, posted signs advertising their recycling program, and assisted in organizing the recycling collection and pickup. At the end of the project, students toured a local parachute recycling center staffed by mentally and physically handicapped employees. "The recycling project was fun—everything is cleaner when you recycle," said one student participant. "I would like to visit the recycling center again, and work there one day."



This 1-year program initiated relationships between the special education students and students from other classes in the school. "The program proved very educational for the special education students," said Wanda Owens, FMD teacher. "They achieved valuable communication, math, and computer skills and learned about conservation and environmental responsibility."

5

Students Become Teachers

Smyrna Primary School—Smyrna, Tennessee

Fourth-graders in Smyrna, Tennessee, worked with preschool children and their parents to increase awareness of recycling and participation in the school's existing program.

To familiarize preschoolers with the program, students set up recycling bins in the preschool classroom and encouraged the children to bring in recyclables. They helped the younger children collect, sort, and count the materials and taught them to clean their bottles and cans before bringing them into the school. The fourth-graders planned a lesson on the importance of recycling and how to recycle, which they presented to the preschoolers' families, and designed a booklet on how to get others involved in recycling. The older students also taught the preschoolers how to make toys and games from recyclables. "The preschool children became so involved in the recycling program that their class often won the recycling awareness award at our academic celebrations," said Carla Sartin, a special education teacher at Smyrna Primary.

Through this 1-year project, families became aware of the need to recycle and the preschool children developed color identification and counting skills. In addition, students became teachers in their homes, working closely with their parents to share and apply their new knowledge.

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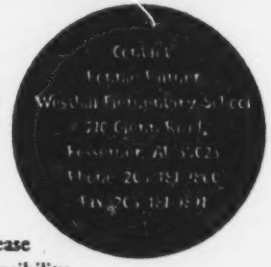
Students Make a Litter Difference

Westhill Elementary School—Bessemer, Alabama



Faced with litter and recycling challenges, as well as a need for more students to be involved in community projects, fifth-grade students and teachers from Westhill Elementary School in Bessemer, Alabama, created the Bessemer Recycling Program.

The multiyear program was designed to increase individual and community awareness and responsibility for solid waste generation, as well as promote student/community interaction. "We wanted the students to leave the project with feelings of hope, saying 'I can make a difference,'" said Bonnie Palmer, Westhill Elementary school teacher. Students attended a 3-day environmental education camp that focused on conservation, reuse, and recycling concepts. After the camp, they applied what they learned through hands-on activities including a community newspaper drive, an aluminum can recycling program in the school, and a cafeteria waste reduction effort. The students encouraged citizens to bring old newspapers to the school, advertised the event, and coordinated pickup and dropoff times. In addition, they worked with cafeteria employees to purchase reusable products, rather than disposable ones. They also designed posters and wrote and performed plays encouraging community members and classmates to recycle.

Through these activities, the students increased their awareness of solid waste management, established close ties with the community, and strengthened their English and math skills. The town now has less litter, and the students can understand and appreciate the positive impact of their efforts on the environment.

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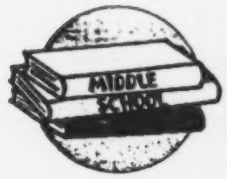
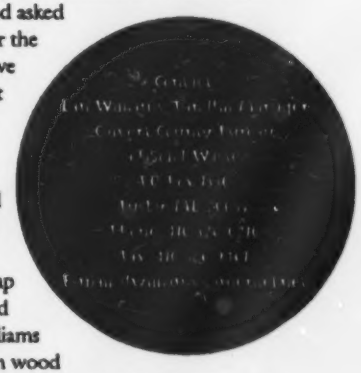


Waste Inventions: Students Build Landfill Solutions

Calvert Middle School—Calvert County, Maryland

Maryland middle school students attended a camp, then worked with their teachers and landfill employees to solve various problems at their local landfill.

The project, which lasted for several years, included a preparatory week-long summer camp where students studied environmental issues. At the end of the camp, landfill manager Dan Williams gave the kids a tour of the landfill, identified several problems at the site, and asked students to devise reasonable solutions. Over the next school year, the students worked to solve their assigned problem. Each year a different class attended camp, received a new challenge, and designed and manufactured a solution using only materials they found at the landfill. One year, students designed and assembled a "wind-catcher"—a contraption to catch loose paper and other debris from the landfill—made of an old boat trailer, scrap lumber, and used netting. "The thing looked strange—it had wings—but it worked," Williams said. Another group created a structure from wood braces and cross-strung nylon line to prevent seagulls, which scavenge at landfills, from destroying the office roof, saving the county more than $12,000 in repair costs.



By participating in the projects, students gained hands-on knowledge about landfill operations while acquiring communication, design, and critical thinking skills. "It's amazing to see the ideas students produce when they're challenged," Williams said.

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'Real World' Recycling

Winston Middle School—Winston, Oregon

At a time when few homes and businesses were recycling in Winston, Oregon, the eighth-grade class at Winston Middle School helped make a lasting impact on local businesses' waste management efforts.

The students made recycling presentations to the school board and city council to lobby for community solid waste reduction. In 2 years, they performed 20 waste audits for interested companies, examining trash, weighing recyclable materials, and noting potential waste reduction opportunities. The students presented their findings, which included assessments of waste losses as well as current and potential costs and savings, to the companies. A town Earth Day event culminated the project, complete with booths designed and staffed by students, teachers, and local government entities such as the Bureau of Land Management and the local fish and wildlife organization.

Through the project, students formed community connections and taught solid waste concepts while business owners and employees offered insight on environmental concerns in the corporate world. "Many of the students who excelled in performing waste audits were not strong academic students," said Terri Peterson, project coordinator. "This project allowed students to recognize their individual talents outside the classroom, in a real-world atmosphere."

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Future Homemakers Make a Difference

Rutledge High School—Rutledge, Tennessee

Recognizing a need for increased solid waste education in its school and community, the Future Homemakers of America (FHA) club at Rutledge High School in Rutledge, Tennessee, started a progressive solid waste education program in 1992 that continues today.

Students worked with a local company to design billboards with environmental messages such as "Help our Mother Earth" and "Earth Day Every Day." They also designed informational pamphlets, flyers, and placemats to promote solid waste issues such as litter prevention, recycling, sorting, and composting, for distribution at schools, grocery stores, and restaurants. Some students wrote articles for the local county paper about solid waste management issues, such as oil reuse. Others organized and used a curriculum with videos and activities to teach fellow students and those with special needs about solid waste management. Finally, the students made solid waste management presentations to local civic organizations and practiced what they taught by adopting a 2-mile stretch of Highway 11W, which they cleaned four times a year.

As a result of the program, solid waste awareness increased within the entire community, and students learned the importance of recycling and participating in the community. "Several parents have told me after their children participated in the program, they wanted recycling bins at home," said Barbara Morgan, the FHA teacher sponsor and project coordinator.

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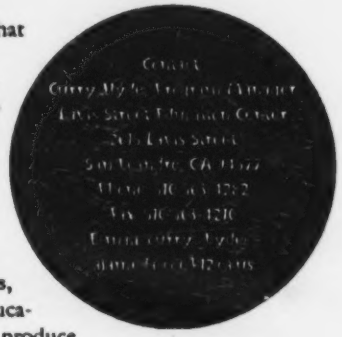
Lights, Camera, ... Recycling!

Bishop O'Dowd and Castro Valley High Schools—Alameda County, California



Recognizing that most solid waste educational materials are geared for a younger audience, students and teachers from two Alameda County, California, high schools joined forces to produce their own solid waste educational video.

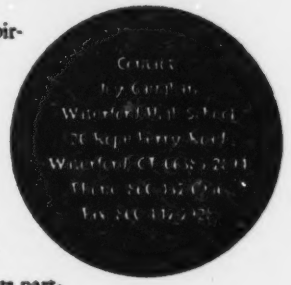
Students from Bishop O'Dowd and Castro Valley high schools, their teachers, and volunteers from local media and educational organizations worked together to produce *100% Waste Free*, an educational video with an important message designed to appeal to high school students. The students wrote the script for the video and acted in a series of scenes that addressed purchasing and disposal behaviors. The video, combined with a followup discussion and suggested activities, has helped to generate student, faculty, and staff awareness for solid waste management issues. It also has become part of a presentation given to high school students and visitors to the Davis Street Education Center, which is located next to one of the county's recycling facilities.

"Our goal for the video was for high school students to see real situations, which they encounter in their everyday lives, and think about how they can each make a difference by reducing, reusing, recycling, and composting to reduce the amount of trash they generate," said Curry Hyde, program manager at the Davis Street Education Center.

11

'Environmental Warriors' Encourage Recycling

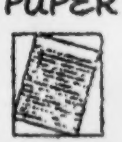
Waterford High School—Waterford, Connecticut



After hearing an inspiring speech about local environmental issues, juniors and seniors at Waterford High School embarked on a year-long service-learning mission. They improved their school's recycling program, implemented a new composting program, and assisted in redesigning the Waterford, Connecticut, town recycling program's brochure.

To improve recycling at their school, the students partnered with mentally disabled peers to assess and redesign their current program, implementing changes and collecting a greater volume of recyclables. They also collected leaves from the community and newspapers and cafeteria scraps from the school for their composting program. Finally, they attempted to make the town's recycling brochure more attractive, in the hope that they could better educate local residents about which paper, metal, glass, and plastic items can be recycled.

In addition to an indepth knowledge of the town's recycling program, these students learned about solid waste, composting, energy use, recycling education, and the skills and knowledge of mentally disabled students. "Some students became environmental warriors, stressing the need to think globally and act locally," said Justin Trager, the Waterford High Learning Through Service Program coordinator. "They made sure that everyone got involved in recycling—even teachers." According to the students' teacher, Joy Gaughan, the students carried these practices into their homes, teaching family members the importance of solid waste responsibility.



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COMMUNITY PROJECTS

Elementary School

From Paper to Flowerpots—*Thayer County Cooperative Extension Agency*.....14
Working With Worms—*Earthworks' Junior Master Composter Program*.....15

Middle School

From 4-H to 3 R's—*4-H CAPITAL Program*.....16
Storm Drains and Recycling Games—*Roseville Middle School Student Initiative*.....17
Slick Students Tackle Oil Recycling—*4-H Club Recycling Efforts*.....18

High School

Battery Brigade Educates Community—*"Just R-3 It!" 4-H Project*.....19
Students Graduate to Safe Disposal—*Montgomery County, Maryland Household Hazardous Waste Collection*.....20

14

From Paper to Flowerpots

Thayer County Cooperative Extension Agency
Hebron, Nebraska

As part of a school enrichment program promoting volunteerism, first- through sixth-grade students in Nebraska learned how to make flowerpots from recycled-content paper, which they gave to "adopted grandparents" at area elder care communities.

Crystal Fangmeier of the Thayer County Cooperative Extension Agency developed the program 3 years ago to educate children that "just because you throw something away, that doesn't mean it's gone." More than 100 students from six classrooms at public, private, and parochial schools in a three-county area participated. First, they learned about the concepts of recycling and reuse. Then, with shredded paper from a local hospital, they created paper pulp. Using little cups as a mold, they shaped the paper pulp into starter pots, let them dry for a week, and planted flowers for their adopted grandparents. The students were encouraged to tell the recipients how they made the pots and to talk about recycling with them.

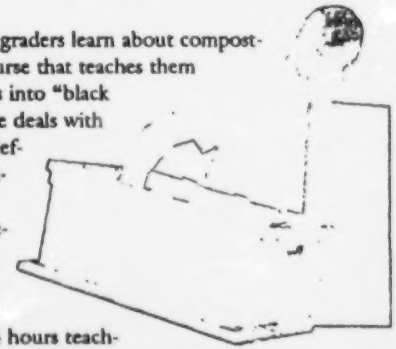
This ongoing project enabled the students to not only reduce the amount of paper thrown away each year, but also to form a connection with an older generation. After the program, kids told Ms. Fangmeier how they continued to reduce paper waste by coloring their own wrapping paper, using less paper, or recycling the paper they used.

15

Working With Worms

Earthworks' Junior Master Composter Program
Grapevine, Texas

The Earthworks Junior Master Composter Program is teaching youth in Grapevine, Texas, and throughout the South to spread the word about composting and organic recycling. According to a Texas Governor's Report, up to 70 percent of the waste stream is organic. Inspired by that fact, the goal of the Junior Master Composter Program is to increase children's awareness of the positive role they can play in waste reduction at home and at school through composting. They also are learning how worms can help them compost organic materials, through a process known as "vermicomposting."



Through the program, fifth- and sixth-graders learn about composting and vermicomposting in a 4-hour course that teaches them how to turn leaves, grass, and food scraps into "black gold," or compost. Specifically, the course deals with the history of garbage and landfills, the definition of organic material, and the principles of composting. The participating school receives a compost bin, thermometer, manual, resource books, and worm bin from the Earthworks Junior Master Composter Program. After attending the class, each student spends an additional 4 hours teaching parents and neighbors to compost yard trimmings or working with other students at school composting demonstration sites. To receive their Junior Master Composter certificate, students must commit to teaching at least two others about the fundamentals of composting.

Over the past 3 years, the Earthwork's Junior Master Composter Program, funded by eight grants, has reached 10,000 students at 125 schools in Texas and Kansas. Additional programs are now under development nearby in Missouri, Louisiana, and Oklahoma.

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16

From 4-H to 3 R's

4-H CAPITAL Program
Austin, Texas

Seventh- and eighth-grade students in a 4-H afterschool program in Austin, Texas, are teaching their peers and others in the community about the "three R's"—reduce, reuse, and recycle—through workshops, a display, a video, and a Web site.

After learning about reduction, reuse, and recycling, the teens decided to spread the word. They redesigned their own 4-H curriculum to incorporate the "three R's" and then promoted it to their peers at other 4-H clubs in El Paso, Texas. The Austin youth then took their ideas to the community, setting up a display of composting bins at a nearby environmental education center to help visitors learn about composting through hands-on experimentation. Magnifying glasses and thermometers allowed people to determine the temperature of a compost pile and get a close-up look at the components of the material. More recently, the youths wrote and acted in a 10-minute video promoting reduction, reuse, and recycling activities, which is shown throughout the local school system. The students also researched, wrote, designed, and learned how to create a Web site, which will promote the "three R's" worldwide.

Through this ongoing program, students have developed a sense of pride and accomplishment while learning the importance of protecting the environment. Lillianne Goeders, the project coordinator, finds participation in the program has "increased their awareness of environmental issues and allowed them to see a connection to their own lives."

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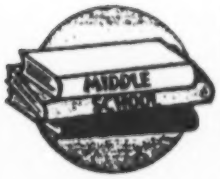

Storm Drains and Recycling Games

Roseville Middle School Student Initiative
Little Canada, Minnesota

In conjunction with their school's Science Club and the Retired Senior Volunteer Program of St. Paul, seventh- and ninth-grade students at Roseville Middle School in Little Canada, Minnesota, are voluntarily working with both the young and old to teach waste management and proper disposal of hazardous materials in their community through an ongoing project.

On their own initiative, the students decided to stencil storm drains with warnings to remind residents that dumping used motor oil or other household hazardous wastes down the drains poses a serious threat to local wildlife and water quality. The students filled out the permit paperwork, researched safety requirements, determined the type of paint allowed, and bought the appropriate stencils. To inform the community of their activity, they also wrote and distributed flyers. Senior citizens helped them stencil the storm drains and continue to provide advice and hands-on assistance for other programs. In addition, to educate younger children about recycling, the students created a recycling game that involved making model recycling bins, compost containers, and thrift-store bags. Now, they teach children in elementary schools and day-care centers how to put the appropriate items in the correct containers using words and pictures.

Through their leadership, these students have learned about environmental issues and governmental process, while they gained hands-on skills and intergenerational understanding. The community has benefitted from increased recycling and decreased contamination of the watershed.

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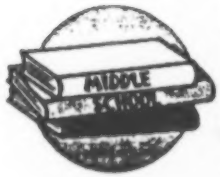


Slick Students Tackle Oil Recycling

4-H Club Recycling Efforts
Sevierville, Tennessee

Since 1991, the 3,200-member 4-H club in Sevierville, Tennessee, has worked with local officials to reduce solid waste by promoting recycling, often with positive results.

In 1993, Sevier County expanded the number of sites for recycling plastic bottles, newspapers, and aluminum cans and added containers for collecting used oil. The 4-H club volunteered logistical support for the public kickoff event and distributed bookmarks at local businesses describing to customers new countywide oil recycling opportunities. Select junior and senior high school students, through the 4-H Honor Club, provided local leadership in Project ROSE (Recycled Oil Saves Energy), a national oil recycling education initiative. They asked parents and neighbors to put used oil from automobiles and lawnmowers into containers for recycling, rather than dumping it down a drain or on the ground where it would leak into soil or waterways. Local newspapers supported the 4-H public awareness campaign, and radio spots recorded by 4-H members encouraged recycling. With the help of the students, oil recycling efforts have increased from 1,200 to 25,000 gallons per year in the past 5 years.

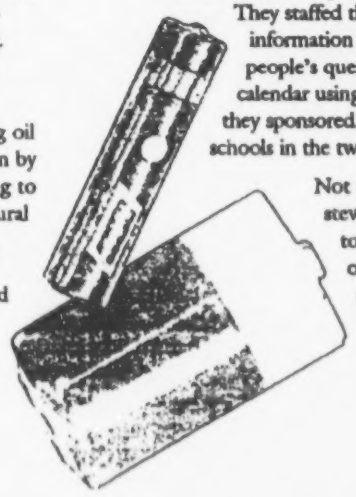
County officials attribute the ongoing oil recycling program's success to education by Sevier County 4-H programs. According to Glenn Turner, 4-H leader and Agricultural Extension service agent, club members learned that "they can have an impact. They can be involved in local issues, and they are making a difference."

Battery Brigade Educates Community

"Just R-3 It!" 4-H Project
Seminole and Volusia County, Florida

A "Battery Brigade" of 13- to 18-year-old students is educating the community about the importance of using rechargeable batteries and recycling batteries, as part of an ongoing "Just R-3 It!" 4-H project in two Florida counties.

Knowing that children are large consumers of batteries for toys and portable games, club leaders designed the program to educate youth about the way batteries are made, the potential environmental impacts of various types of batteries, and the importance of disposing of/recycling batteries properly. For fairs and other community events, the youth worked with the 4-H leaders to develop an exhibit promoting reduction, reuse, and recycling. They staffed this exhibit at least four or five times a year, distributed information about the county recycling program, and answered people's questions about recycling. The youth also put together a calendar using text and artwork from a poster and essay contest they sponsored. The calendar was distributed throughout the schools in the two counties.



Not only are the students learning about environmental stewardship, but they also are promoting these concepts to their peers and adults in the community. They developed a sense of how they can create environmental solutions beyond their own recycling habits by influencing others to make environmentally conscientious decisions as well.

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20

Students Graduate to Safe Disposal

Montgomery County, Maryland Household Hazardous Waste Collection

Montgomery County, Maryland, student volunteers are learning about solid waste issues and earning credits toward graduation. This ongoing program also helps keep substantial quantities of household hazardous waste out of the waste stream.

On household hazardous waste collection days, unused paint, left-over household chemicals, and other materials that cannot be disposed of in the trash are accepted for disposal at the county transfer station and other satellite locations. Although only contractors handle donated materials, volunteers provide necessary logistical support to make these collections possible, reduce the cost of frequent collection, and allow for safe disposal of these materials. Between July 1997 and June 1998 about 20 percent of the 60 volunteers participating in the household hazardous waste collections were students. These volunteers directed 250 to 665 cars per day.

"This is an excellent opportunity for students," said Montgomery County's Master Recycler/Composter Volunteer Program Manager, Susanne Brunhart. "No prior experience or background knowledge is required in order to make a significant contribution to the success of the event." After seeing how much household hazardous waste is collected for disposal in a single day, students began to understand the need for source reduction—buying only the amount they will use or selecting a less toxic alternative. In order to meet a graduation requirement for service hours, the students wrote a statement to reflect on what they learned.

RESOURCES

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For more information about service-learning programs, grants, and ideas, contact your state's community service commission or education department. The following national organizations also are involved in coordinating or funding service-learning projects.

Corporation for National Service

1201 New York Avenue, NW.
Washington, DC 20525
Phone: 202 606-5000
Phone: TDD 202 565-2799
Web site: www.nationalservice.org

The Corporation for National Service was chartered by Congress in 1993 to provide a broad range of opportunities to Americans of all ages and backgrounds to serve their communities and the nation. One of its grant programs, Learn and Serve America, supports service-learning programs in schools, colleges, and community organizations that engage nearly 1 million youth in the areas of education, public safety, the environment, and other human needs.

Learn and Serve America National Service-Learning Clearinghouse

University of Minnesota
Department of Work, Community, and Family Education
1954 Buford Avenue, Room R-460
St. Paul, MN 55108
Phone: 800 808-SERV (800 808-7378)
Fax: 612 625-6277
Web site: www.nicsl.coled.umn.edu

This informational Web site, funded by the Corporation for National Service and developed and maintained by the National Youth Leadership Council with the University of Minnesota, is designed to help educators and community agencies develop and expand service-learning opportunities for all youth. More than 1,100 Learn and Serve America grantees are included as well as state contacts, community-based grant-making agencies, articles on service-learning, and a bibliography of service-learning issues.

National 4-H Council

7100 Connecticut Avenue
Chevy Chase, MD 20815
Phone: 301 961-2800
Fax: 301 961-2894
Web site: www.fourhcouncil.edu

The 4-H Environmental Stewardship Program offers grants, curricula, and other resource and reference materials to help youth address local environmental issues. The "Just R-3 It!" program offers seed grants specifically to help children promote reduction, reuse, and recycling through county cooperative extension offices in Southern California; Orlando, Florida; Itasca, Illinois; Bridgeport, Tennessee; and Irving/Dallas, Texas. The council also is creating an informal network of youth across the country involved with environmental projects.

24

Girl Scouts of the U.S.A.

National Headquarters
420 Fifth Avenue
New York, NY 10018-2798
Phone: 800 GSUSA4U (478-7248)
Web site: www.girlscouts.org

Girl Scouts age 5 to 17 and their leaders are involved in environmental activities in their communities. All Girl Scouts can earn recognition for activities such as learning about landfills, recycling, participating in community cleanups, making recycled paper, or promoting clean water and conservation.

Boy Scouts of America

National Office
Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
Phone: 972 582-2000
Web site: www.bsa.scouting.org

Naturally involved in many outdoor activities, Boy Scouts strive to become citizens that treat their environment responsibly. Through a conservation program, scouts learn about the use of natural resources, collaborate on community projects with local, state, or federal environmental organizations, and receive awards for projects that inform the public about the importance of environmental protection.

25

Boys & Girls Clubs of America

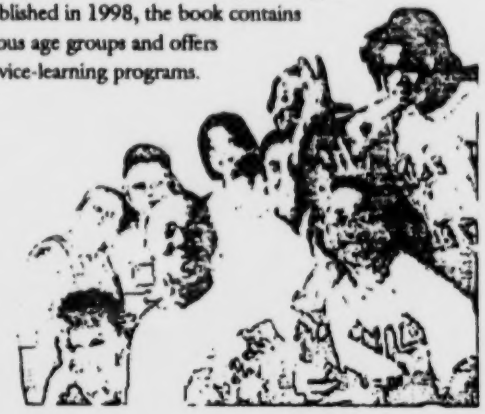
1230 West Peachtree Street, NW.
Atlanta, GA 30309
Phone: 404 815-5700
Web site: www.bgca.org

The Boys & Girls Clubs of America help youth from all backgrounds, especially disadvantaged children, develop the qualities they need to become responsible citizens and leaders. Programs in the clubs' outdoor and environmental education program help youth develop an awareness, appreciation, and knowledge of the environment through activities in the club or in natural settings.

Take A Class Outdoors: A Guidebook for Environmental Service Learning

National Dropout Prevention Center
College of Health, Education, and Human Development
Clemson University
209 Martin Street
Clemson, SC 29634-0726
Phone: 864 656-2599
Web site: www.dropoutprevention.org

Designed to inform educators and administrators about environmental service-learning and its positive effect on students, this guide includes sections on starting a program, adapting curricula, obtaining funding, and involving the community. Published in 1998, the book contains detailed project ideas for various age groups and offers success stories from other service-learning programs.



26

More Ideas

Hopefully, our service-learning guide has provided you with some ideas for your own school-based or community service-learning project. Here are a few more great project ideas:

- **Multifamily Dwelling Collection Days**—start a volunteer program that picks up recyclables or coordinates household hazardous collection days in apartment complexes or other multifamily residential areas.
- **Vehicles for Seniors**—provide seniors with transportation to do their recycling or establish a weekly pick-up system within senior citizen communities.
- **Cafeteria Recycling/Sorting Days**—help your school become more environmentally sound by starting a cafeteria recycling/sorting program for packaging or food waste.
- **Used Clothing or Furniture/Collection Days**—start a neighborhood campaign and collection system and donate all goods to homeless shelters. Design and distribute flyers to encourage neighborhood participation.
- **Moving Days**—establish a volunteer service aimed at helping people who are moving into or out of your neighborhood locate recycling facilities and properly dispose of household hazardous waste.
- **Senior Partners**—start a volunteer program that pairs youth with senior citizens to give talks to local citizen groups and schools about the importance of safely managing solid and household hazardous waste.

Are you participating in a solid waste educational experience through a service-learning project in your school or community?

Or would you like to know more about service-learning and solid waste?

We'd like to hear from you!

Contact:

U.S. Environmental Protection Agency
Office of Solid Waste (MC: 5305W)
Washington, DC 20460